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ABSTRACT

A State Issues Clearinghouse was established by the American Association of Colleges for Teacher Education Combined Task Force on Governmental Relations to monitor and track state activities that impact upon teacher education. This report presents the results of the first survey of the fifty states undertaken by the Clearinghouse. The nine policy areas which were part of the initial review are: (1) standards for admission into teacher education programs as well as changes in high school requirments that might influence the demand for new teachers; (2) incentives for students to enter teacher preparation programs and for career teachers to remain in the profession; (3) alternate certification models; (4) program curricula, including changes in standards for institutional program approval and changes in certification regulations; (5) capacity building for schools, colleges, and departments of education; (6) resources for research, data collection and evaluation; (7) faculty development activities; (8) professional development or inservice opportunities for practitioners; and (9) evidence of maintenance of equity. (JD)

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TEACHER EDUCATION POLICY IN THE STATES:

50-STATE SURVEY OF LEGISLATIVE AND ADMINISTRATIVE ACTIONS

American Association of Colleges
for Teacher Education

SP 026 264

Responding to increased state-level legislative and administrative attention to education policy development, the AACTE Combined Task Force on Governmental Relations recommended to the Association's Board of Directors an expansion of the organization's programmatic focus to include a more systematic means of tracking and monitoring state activities that impact upon teacher education.

In the fall of 1984 the Task Force conducted a survey of the fifty states on their initiatives in nine educational policy areas. The results of that survey indicated both the extent to which state government was making a serious commitment to address needed changes in the educational system and the variety of these efforts. With this in mind, the AACTE Board of Directors acted to establish a State Issues Clearinghouse within the AACTE office to continue this monitoring and analysis function.

This report presents the results of the first survey undertaken by the Clearinghouse. The nine policy areas which were part of the initial review are: standards for admission into teacher education programs as well as changes in high school requirements that might influence the demand for new teachers; incentives for students to enter teacher preparation programs and for career teachers to remain in the profession; alternate certification models; program curricula, including changes in standards for institutional program approval and changes in certification regulations; capacity building for schools, colleges, and departments of education; resources for research, data collection and evaluation; faculty development activities; professional development or inservice opportunities for practitioners; and evidence of maintenance of equity.

For additional information on the State Issues Clearinghouse, please contact the AACTE office, department of Federal and State Relations.

ALABAMA

STANDARDS: Admission to Teacher education programs is granted at the end of the sophomore year based on a 745 SAT or 16 ACT score, a grade point average of 1.2 on a 3.0 scale, and a score of 70+ on the Alabama English Language Proficiency Test. The Alabama Initial Teacher Certification Test is required for certification (passing scores: ELPT=70+, ITCT=70+).

INCENTIVES: The State legislature has established and disseminated scholarships for students who intend to teach mathematics or science. The scholarships are competitively based and awarded through the school, college or department of education. Students must agree to teach in their subject area in the state of Alabama for three years for each year of scholarship aid received. These scholarships are also available through inservice programs for the retraining of teachers to teach in shortage areas.

A $932 million state appropriation for 1984-1985 provided an across-the-board teacher salary increase of 15%. Continued appropriations will depend on development of a career ladder plan.

The Governor's Educational Reform Commission, established by the Alabama Education Reform Bill of 1984, has approved a draft career ladder plan which is now being considered in legislative hearings.

ALTERNATE CERTIFICATION: In critical shortage areas, at a superintendent's request, a provisional certificate may be granted to a student with a bachelor's degree who has passed the Alabama Initial Teacher Certification Test. The individual must complete nine units or one year of professional coursework. This certification option is rarely used.

PROGRAM CURRICULA: Data from school, college, or department of education entry and certification exams spanning one entry-to-exit cycle, is being collected for each institution of higher education. If the average student performance is below the 60th percentile, the President of the institution is informed and the institution is given prescriptive options to be implemented during a probationary period. These data are made public.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: It is planned that research and evaluation will be included in the Professional Development Centers described below.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Each local education agency is required to submit a Professional Development Plan to the state. Money was set aside in 1984 by the Reform Commission to

establish Professional Development Centers, primarily to be housed in institutions of higher education. Competition to house the centers is now underway; proposals are due February 15, and implementation is scheduled for July 1985.

EVIDENCE OF MAINTENCE OF EQUITY: It is anticipated that new standards imposed by the State Board of Education relative to the use of the ACT or SAT (replacing open enrollment) will decrease the number of students electing to enter teacher education programs in general, with a greater decrease in the number of minority candidates. No organized study of this possibility is being conducted.

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ALASKA

STANDARDS: The state education agency has raised high school graduation requirements increasing the number of Carnegie units from 14 to 19. Some LEAs have moved beyond that. A state committee on education has manifested increasing concern for improving standards. The committee will report their recommendations in August.

INCENTIVES: During the last session, the legislature appropriated funds for recruiting of rural Alaskans into teaching. A loan program provides $7,500 per year and each year is forgivable if the individual returns to and teaches in the rural area for five years. A substantial loan program is in place for all students in Alaska. The average beginning teacher salary is $27,000.

ALTERNATE CERTIFICATION: No state-level activity reported.

PROGRAM CURRICULA: By directive of the Commissioner, NCATE or NASDTEC standards are acceptable for SCDE programs with some modifications specific to Alaskan interests.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: Because the SEA has no organized research capability, awards of $5,000 to $10,000 are given to universities for this function.

FACULTY DEVELOPMENT (SCDEs): Nothing specific to SCDEs.

RESOURCES FOR PRACTITIONER INSERVICE: School districts contract with universities for inservice. The Commissioner of Education has some discretionary funds for use by SCDEs to provide inservice to LEAs. Certification is for a five-year period and six semester hours of college credit must be earned in that time. Studies indicate that 98% of the inservice is conducted by the institutions of higher education.

EVIDENCE OF MAINTENANCE OF EQUITY: Equity is being addressed at all governmental levels and continues to be a priority in the state. Loans and scholarships are directly targeted to minority populations. State level initiatives have provided special educational services, training services, and direct aid to minority students.

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ARIZONA

STANDARDS: The legislature has directed the State Board of Education to increase high school graduation requirements in mathematics, science, English, and history.

An 80% passing score on the basic skills portion of the Arizona Teacher Proficiency Examination is required for admission to teacher preparation programs. The candidate must also pass the professional skills portion of the exam with a score of 80% or better prior to certification. The exam is being reviewed by the Board of Regents who have directed SCDEs to admit all students meeting other admission criteria on a probationary basis for 1985-86.

All institutions have raised GPA requirements for SCDE admission as a voluntary rather than mandated action.

INCENTIVES: The legislature has awarded grants to six school districts to pilot career ladder plans.

The Governor and the state education agency have recommended that beginning teachers' salaries be increased to $18,000.

A Governor's initiative two years ago provided forgivable loans in mathematics and science. One semester of student aid is forgivable for each year of teaching. Four semesters can be funded in this manner. This was not funded for the second year, but may be funded during the third year.

ALTERNATE CERTIFICATION: A bill currently under consideration by the legislature would create a "teacher associate certificate" for individuals who have not completed an approved teacher preparation program.

In mid-February, project "Partner" was announced. Eight to ten school districts, in cooperation with approximately 15 high tech industries, will implement a 15-month teacher preparation program for students with bachelor's degrees in mathematics, science, or foreign language. The program calls for a summer immersion in professional studies followed by one semester of supervised full-time classroom instruction. Salaries will be paid by LEAs and the interns will spend the second semester of the school year working in their fields of interest for the private sector. At that point, their salaries will be paid by the employing industry.

PROGRAM CURRICULA: The legislature has called for a panel made up of representatives from the state education agency, the Board of Regents, and institutions of higher education to review requirements for SCDE program approval. There is an impetus to reduce requirements in pedagogy and to restructure programs with competency/outcomes as the primary criteria.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: The state education agency provides workshops and sponsor's a Principal's Academy. There is no comprehensive inservice program, and no resources are awarded to SCDEs for this purpose. Institutions of higher education are prohibited by law from participating in the Principal's Academy.

EVIDENCE OF MAINTENANCE OF EQUITY: The three state boards have formed a tri-board to review the teacher testing program. A consideration of evidence of bias will be included in the study.

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ARKANSAS

STANDARDS: New standards for high school graduation require 20 units in grades 9-12, including 4 units of English, 3 units of social studies, and 5 units of mathematics and science. High schools have been mandated to upgrade standards and offer courses outlined in state regulations.

Admission into teacher education programs is determined by individual institutions of higher education. The NTE Knowledge and Area tests must be passed for initial certification.

Testing of all teachers took place in March. The Arkansas Educational Skills Assessment Test was administered.

INCENTIVES: Salaries of teachers have been increased approximately 10% with additional education funds from a one-percent sales tax increase.

A loan program has been proposed to recruit students into mathematics and science teaching. A career ladder proposal is under discussion.

ALTERNATE CERTIFICATION: The deans from nine colleges of education have proposed an alternate certification procedure. An applicant must have a bachelor's degree and must work with an SCDE to meet minimum professional and subject area requirements.

PROGRAM CURRICULA: The Arkansas Teacher Education Evaluation and Certification Committee has been established to make a quarterly review of all teacher education and certification procedures.

CAPACITY BUILDING (SCDEs): A small amount of money has been made available to SCDEs through funds generated from the sales tax increase.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: LEAs are required to have a continuing and regular inservice program. Districts must submit plans to the state education agency for review.

EVIDENCE OF MAINTENANCE OF EQUITY: The issue has been discussed, but is not a major concern.

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CALIFORNIA

STANDARDS: SB 813 (1982) increased high school graduation requirements to include additional units in English, mathematics, science, social studies, and physical education. The California Teacher Credentialing Commission has defined statewide standards for teacher education that require programs at any institution to be equal to or above standards for other professional programs at the same institution. The C-BEST must be taken at SCDE entry for diagnostic purposes. Passing scores on the test are required for exit and certification.

INCENTIVES: The legislature has appropriated funds for forgivable loans to students in defined areas of critical shortage. The loans will be available in September.

1983 legislation created the California Mentor Teacher Program. Mentor teachers are selected on the basis of exemplary teaching and may receive additional pay for curriculum development and work with other teachers; 40% of a mentor's activity must be classroom teaching. Under this optional program, up to 5% of a district's teachers may be "Mentors." The Mentor Teacher Program has been implemented in the State's largest district.

SB 813 requires that a minimum beginning teacher salary of $18,000 be in place by 1986-87.

ALTERNATE CERTIFICATION: A student with a bachelor's degree who meets the C-BEST requirement may enter a two-year internship under a mentor teacher. This is applicable only in districts that have chosen to participate in the Mentor Teacher Program. Certification through this program is limited to secondary-level teaching. Mentor teachers assist the intern who, at the end of two years, may be recommended for full certification. LEA-IHE cooperation is reported in the development of professional programs for alternate certification candidates.

PROGRAM CURRICULA: The Commission for Teacher Certification requires that at least two-thirds of each subject area program be directed toward what is taught in the high school. In July the life credential will be abolished.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT FOR SCDEs: SB 813 requires every teacher education faculty member who teaches methods courses to periodically spend time in a public school. Part of this requirement includes classroom instruction. The regulations require a methods instructor to spend 25% of one semester in public schools every three years.

RESOURCES FOR PRACTITIONER INSERVICE: The SEA provides funds for some inservice projects and maintains 15 Teacher Education Computer Centers. Districts play a large role in organizing and arranging inservice education. The SEA provides funding for approved inservice programs at the school, district, and county levels.

EVIDENCE OF MAINTENANCE OF EQUITY: There is continuous concern with the impact of changing standards on minority enrollment. The state education agency is working with state universities to prepare for changing ratios, equal opportunity, and outreach programs. The state has awarded grants to bilingual students preparing to teach in bilingual situations.

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COLORADO

STANDARDS: A score above the 75th percentile on the CAT is a criterion for entrance into a teacher education program, although, debate is occurring over the use of the CAT or another test instrument. The CAT requirement may be waived if the student has 950 or above on the SAT and/or has maintained a 2.5 GPA in 30 hours of higher education course work. For admission into a teacher education program a student must have graduated in the top 50% of his or her high school class and shown evidence of successful work with children.

Under consideration are requirements for teachers to take a statewide test of professional knowledge, submit a writing sample, and complete a one-year probationary period before a certificate is issued.

Statewide evaluation procedures for students are being discussed.

INCENTIVES: A program has been established which will provide scholarships for six outstanding teacher education students each year.

Legislation enacted in 1984 calls for pilot programs on alternative salary policies that would take into account teacher performance and responsibilities. Results of the pilot programs will be submitted to the state legislature.

ALTERNATE CERTIFICATION: An individual may be certified if he or she has a bachelor's degree, scores in the 75th percentile on the NTE, meets course requirements in the teaching subject, completes an approved teacher education program within three years, and participates in an intensive workshop at an SCDE before employment.

PROGRAM CURRICULA: Content on child abuse is required and computer literacy is being discussed.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: A state-funded study on student achievement and a study on first- and third-year evaluation of new teachers are being conducted. Data must be used by institutions of higher education for program improvement.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Institutions of higher education, state agencies, and local school districts work in conjunction to provide inservice education. Six credit hours are required every five years. Four of these may be continuing education units and at least two must be from an SCDE. LEAs must submit inservice proposals to the SEA.

EVIDENCE OF MAINTENANCE OF EQUITY: The issue has been discussed but no action taken.

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CONNECTICUT

STANDARDS: Revisions in entry and exit standards for teacher education programs are tentatively to be implemented during the forthcoming year. Under the new standards, students entering a teacher preparation program will be required to have a 3.0 GPA and to pass successfully a basic skills test. The test instrument has not been determined. Students with SAT scores over 1000 will be allowed to waive the basic skills test. Upon completion of their professional preparation, students will be required to pass an exit examination. The instrument for the exit test has not been determined.

INCENTIVES: The governor has appointed a special commission on Excellence and Equity in Education, which is expected to report a series of recommendations in May. The commission has focused its discussions on raising teacher salaries. Because the Connecticut Legislature recesses in the spring, it is uncertain if the recommendations from this commission will be enacted this year.

Two forgivable loan programs have been established for teacher education students. For students choosing to study in shortage areas, a loan up to $5,000 is available. 20% of this loan is forgivable for each year of teaching in the state. An ELEET loan program has been established for high school seniors who score 1200 or higher on the SAT and who want to enter teacher education programs. These loans are $3,000 a year with a maximum of $12,000 for use at a public institution or $5,000 per year to a maximum of $20,000 at a private institution. 10% of the loan is forgiven for one year of teaching in Connecticut, 25% for two years, 45% for three years, 75% for four years, and 100% for five years.

ALTERNATE CERTIFICATION: The state has under discussion an alternative certification program through which students with a bachelor's degree or higher would be given provisional certification following, (1) the completion of a special summer training program and (2) a year's internship during which candidates would take appropriate professional preparation classes. This alternative program will not be available until 1986.

PROGRAM CURRICULA: A revised certification system with three tiers has been proposed. An initial certificate is given to first-year teachers, who work for a year with a support and assessment group to meet 21 teaching competencies. If successful, new teachers are eligible for provisional certificates that are valid for eight years. During this time teachers must complete 30 credit hours beyond their bachelor's degree. The courses must relate to the subject they are teaching. Teachers are then eligible for professional certificates that require nine credit hours every five years for renewal.

CAPACITY BUILDING FOR SCDEs: Proposed standards require institutions of higher education to present evidence of support for SCDEs, not only in funding, but also in recognition of SCDE programs and faculty as important contributors to the institution.

RESEARCH/DATA/EVALUATION: Funds have been made available to SCDEs for validation studies of teacher testing.

FACULTY DEVELOPMENT (SCDEs): Proposed regulations require SCDEs to present plans for the professional development of their faculties. SCDEs must adhere to clearly stated hiring practices to maintain faculty competency.

RESOURCES FOR PRACTITIONER INSERVICE: The governor has recently announced additional funding for education, some of which would be directed toward professional development/inservice. Support for teacher inservice programs generally is conducted through regional service centers. These centers, LEAs, or the SEA may contract with IHEs for professional development services. A summer training session for teachers, funded through the state, began in 1984 and is expected to expand in 1985. Teachers are paid to attend these sessions and credit is given toward recertification requirements.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

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DELAWARE

STANDARDS: The SEA has increased high school exit requirements in mathematics and science.

Neither a specific grade point average nor test are required for entry into teacher preparation programs. For certification, the basic skills sections of the P-PST are required for certification with scores at the following levels: reading, 175; mathematics, 175; writing, 172.

INCENTIVES: The governor's Education Improvements Monitoring Committee is establishing guidelines for career development and accountability programs for school employees. This committee is chaired by the governor who has indicated that performance review systems, defined instructional and noninstructional duties, and the development of career ladders are priorities. A study by a consulting firm has recommended a four-step career ladder, and $2,000 to $4,000 per year salary increases. These increases are scheduled for 1985 with further salary increments to be ascertained.

Funds for forgivable loans for students who will teach in critical shortage areas have been appropriated. A candidate selection process is underway.

ALTERNATE CERTIFICATION: A Special Committee on Critical Curricular Areas has issued a report recommending several ways to obtain full standard certification for the person who has a bachelor's degree in a subject designated as a critical curricular shortage area, and who has met the P-PST requirements. Issued a Limited Standard Certificate, these individuals may participate in summer institutes, LEA or teacher center inservice training, or formal professional instruction. The individual would have one to three years to complete a state-approved program to receive the Full Standard Certificate. Most programs would be cooperatively run by the three institutions of higher education that prepare teachers in Delaware. Critical areas include: mathematics (grades 7-12), chemistry, physics and physical science, and exceptional education. Computer science and library science are recommended additions for 1985-86.

PROGRAM CURRICULA: Institutions in Delaware follow NASDTEC standards.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: Reported at the institutional level only.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: State-supported inservice education is provided by SEA programs, approved LEA programs, and teacher centers located in each of Delaware's institutions of higher education.

EVIDENCE OF MAINTENANCE OF EQUITY: The state is conducting a longitudinal study on the use of teacher testing and will include within that study ramifications for minority populations.

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DISTRICT OF COLUMBIA

STANDARDS: High school graduation requirements have been increased from 15 to 22 units.

Changes in admission standards for teacher education programs have been proposed: a 2.5 GPA in general studies, and the NTE or P-PST. No cutoff scores have been determined for these measures.

INCENTIVES: Major public relations efforts are underway to recruit students into teacher education programs.

A mentor teacher program will begin in the fall of 1985 so that first- year teachers will receive assistance from experienced teachers. Training for mentor teachers will begin this summer. A stipend will be provided for teachers participating in the program as mentors.

ALTERNATE CERTIFICATION: No such option reported.

PROGRAM CURRICULA: Approved teacher education programs use NASDTEC standards.

Recent changes in certification include requirements of a course on urban city children and demonstrated computer literacy. These courses may be taken from an institution of higher education or as inservice credit.

CAPACITY BUILDING FOR SCDEs: No activity reported.

RESEARCH/DATA/EVALUATION: The SEA awards grants for public school evaluation.

FACULTY DEVELOPMENT (SCDEs): No activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: The District of Columbia Education Agency maintains a department of staff development that establishes inservice programs. These programs are based on evaluations of the area's needs. Alternate programs, such as travel, are offered for inservice credit.

EVIDENCE OF MAINTENANCE OF EQUITY: Some discussion has occurred as a result of testing proposals.

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FLORIDA

STANDARDS: The legislature has set 840 as a minimum SAT score for admission into teacher education programs. A special section of this Act sets a 10% per university special acceptance factor. Students who fail to meet the minimum SAT score and are considered to be positive high risk can be admitted into the programs.

The Board of Regents is conducting a study of teacher education. Recommendations regarding ways to increase teacher education enrollments are expected.

All teachers seeking a regular teaching certificate must take and pass the Florida Teachers Exam. 15% of those taking the examination do not pass, even upon retaking it.

INCENTIVES: Critical Teacher Shortage Scholarships are offered in designated areas, which currently include: mathematics, science, computer science, and special education. Forgivable loans are available for teachers who will teach in rural or inner city areas. A tuition reimbursement program is available to people with a degree and professional experience in a critical subject area. The program helps pay tuition costs for these people to pursue certification course work. A visiting scholars program encourages people with doctoral degrees to teach a year in a public school system. During the past year only one person applied and was hired. An adjunct instructor program allows people with occupational experience to teach courses without completing professional education courses.

The Florida Omnibus Education Act of 1984 revised and clarified legislation from the 1983 session on performance-based pay for teachers. Two programs have been outlined in detail--a master teacher program and a district quality-instruction incentives program. In the former, teachers may become master teachers after first serving as associate master teachers. Qualifications for the associate master teacher are: (1) four years teaching experience with at least two in Florida; (2) a masters degree in the teaching field, a certificate of vocational training, or the attainment of a superior score on a subject area examination may supersede the degree or certificate requirement; (3) superior performance, as evaluated by the principal, on a state board-approved system. The qualifications for master teacher are similar except the performance results must exceed those for associate status. Associate master teachers expect to receive an additional $3,000 per year.

ALTERNATE CERTIFICATION: A legislative mandate has created an alternative certification route. Arts and Science graduates with a 30-hour major in a certifiable area may obtain a temporary certificate and complete a modified Florida Beginning Teacher Program. A reduced class load and supervision/evaluation are part of the first-year program for these persons. No money has been

appropriated to implement the program and it cannot take effect until the SBE adopts regulations, which has not been done.

PROGRAM CURRICULA: The state is considering requirements for certification extension, including demonstration every five years of effective performance in the classroom.

CAPACITY BUILDING FOR SCDEs: For the past two years, $500,000 has been set aside for teacher education programs to improve the clinical/ internship component of their programs.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT FOR SCDEs: No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: A new certification proposal calls for a middle-childhood-education certification area, and some funding for staff development in this area has been provided. A task force is meeting to consider ways for implementation.

A cooperative effort involving the governor, legislators, and state education officials resulted in a week-long conference for secondary school principals last summer.

In 1974, legislation required each school district to develop a master inservice plan. Each district has a Teacher Education Center or a regional center to use. Components of a district's master plan are used to develop programs at the Teacher Centers. Funding for the Teacher Centers is provided by an allocation plan on the basis of the number of students per district.

EVIDENCE OF MAINTENANCE OF EQUITY: The Florida Equity in Education Act pulled together previous legislation that forbids discrimination in education.

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GEORGIA

STANDARDS: The governor's Education Review Commission, charged with devising ways to improve education at all levels, has drafted papers and made recommendations. The governor has endorsed the report and introduced comprehensive education legislation in both houses of the legislature. The recommendations include increasing the GPA to 2.5 for entry into teacher education programs and to 3.0 for administrator preparation. Interest has been expressed in changing certification requirements with greater emphasis on field experience and the use of tests and other objective measures for certification.

In 1978, the State Department of Education initiated a program to allow performance-based certification that includes a state-developed test of subject competence. Principals and master teachers use job assesment to evaluate new teachers and help them improve their skills. Results are sent back to the institution from which the new teachers were graduated.

INCENTIVES: For some years Georgia has had a state loan program for students in high-demand areas, currently defined as special education, mathematics, and science. Impact has been relatively minor due to the small amount of available money. The governor's commission (noted above) recommended expanding the loan program.

The governor has recommended as part of this year's budget a 10% pay increase for all teachers. His commission recommended, subsequent to providing an adequate base salary for all teachers, that a statewide career ladder be implemented. The system would create tiers from beginning to master teacher with varying responsibilities at each level. The career ladder would consist of three components: performance evaluation; professional competence--academic degrees, training, professional contributions; and eduational productivity--based on the performance of the teacher's students. The preliminary recommendation is to implement the first two components now and phase in the productivity aspect later.

ALTERNATE CERTIFICATION: Another proposal of the governor's commission is a probational certificate for prospective teachers with a bachelor's degree but no teacher preparation courses. Candidates would be required to take five quarter-hours in human growth and development, to achieve a passing score on a content specialization test, and to complete a teaching internship.

PROGRAM CURRICULA: The Board of Regents surveyed pass rates on the Teacher Certification Tests. Those teaching-subject departments with low pass scores were placed on probation with directions for program improvement. Public colleges and universities with such programs were directed to make necessary changes which are in process. The evaluation will be conducted again in 1986.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): The governor's commission has recommended an Institute for Professional Development to upgrade collegiate faculty. The commission also recommended a "faculty swap" program to give faculty an opportunity to periodically teach in public schools.

RESOURCES FOR PRACTITIONER INSERVICE: The SEA provides $750,000 annually to school districts for staff development. Each system must submit a staff development plan to the state department. The Georgia Leadership Academy provides an opportunity for administrators to meet and discuss their concerns at regional and state meetings.

Ten quarter-hours or an equivalent in state-approved development programs are required for recertification. These may not be CEUs and they require assessment/evaluation.

EVIDENCE OF MAINTENANCE OF EQUITY: Equity is reported as a major concern. The Leadership Academy speaks to this issue with funds directed toward minority training.

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HAWAII

STANDARDS: Teacher education program applicants must have a 2.5 GPA or above in general studies courses. Discussions have occured about requiring a basic skills test for program entry. The NTE will be required starting this fall. However, no cutoff score has been established.

INCENTIVES: A budget request has been made to initiate legislation for scholarships for students who will teach in critical shortage areas (currently, chemistry and physics).

There has been discussion of salary increases to levels competitive with other professions.

A public relations effort is underway to recruit students from other disciplines into teacher education programs.

ALTERNATE CERTIFICATION: This option is not available.

PROGRAM CURRICULA: NASDTEC standards are followed closely with some additional requirements imposed by the SEA.

Four certification levels are available in Hawaii depending on academic degrees and experience. A task force is currently studying certification.

CAPACITY BUILDING FOR SCDEs: Recently there has been a trend to decrease SCDE's budgets.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): The possibility of an exchange program for administrators and teachers is under discussion. Some SCDE faculty have taught in secondary schools.

RESOURCES FOR PRACTITIONER INSERVICE: The SEA has designated some monies to implement inservice programs. In agreement with the universities, the state agency hires university faculty and classroom teachers to provide inservice courses at the postgraduate level. The SEA underwrites a portion of the costs of many courses.

There is a three-year cycle of inservice education with courses from the universities transported to the six islands. The current cycle includes training for vice-principals.

The SEA has established a new program, Project for Assessing Teachers in Hawaii (PATH). Through this computer-assisted program, teachers plan an individualized performance evaluation based on selections from 300 performance objectives. Teachers meet with principals to assess their progress and identify other needs.

EVIDENCE OF MAINTENANCE OF EQUITY: Impact of the use of the NTE on minorities has been considered. Provisional admission is provided at major universities for minority students who do not meet minimum scores on standardized tests.

Efforts are underway to recruit underrepresented populations in both administrative and teaching areas.

AACTE
5-85

IDAHO

STANDARDS: High school requirements have been changed to include both a 90% attendance rule and a minimum grade achievement in certain subjects.

The SBE has under discussion the testing of teachers before entry into the profession as well as testing those already teaching. Effective in 1984, SCDEs were required to report GPAs of their students and to compare these with other groups of students on campus.

INCENTIVES: The legislature has appropriated $21.5 million to increase teacher salaries by 10%. In the legislation, LEAs were mandated to develop and have in place a career ladder program. While the state retains its commitment to career ladders, funds have not been available for implementation of the program.

ALTERNATE CERTIFICATION: No alternate certification route is available.

PROGRAM CURRICULA: The SEA has proposed modest changes in program and certification standards. These changes would limit individuals with endorsements to teach only within levels where competence has been demonstrated. Six credit hours must be earned every five years for recertification. Three of the six hours must be earned at an SCDE.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: As of September 1, all LEAs will be required to submit for SEA approval a report of professional development activities. SCDEs work with school districts on inservice activities which are primarily LEA funded.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-85

ILLINOIS

STANDARDS: A draft report from the Illinois Project for School Reform (the Bakalis Report) made the following recommendations for entry into teacher education programs: an ACT score of 19 and an Illinois SBE-developed test for SCDE entry, and a 2.0 GPA in undergraduate course work for junior- year entry.

A panel established by the Illinois chief state school officer has made recommendations regarding recruitment, assessment, hiring, evaluation, and staff development.

INCENTIVES: During 1984 the legislature funded a master teacher program that provided $1,000 stipends to 500 teachers in the state. Those teachers, chosen by regional committees, assumed the duties of instructing other teachers for three days a year. The funding was not renewed for 1985; however, proposals for expansion of the program are expected to be included in 1986 budget proposals. Minimum teacher salaries of $20,000 have been recommended, to be funded and phased in over three years. Some discussion has addressed loans or scholarships for students who will teach in "need" areas. The Bakalis Report also recommends increased teacher compensation, career ladders in pilot school districts, and loan programs for teachers entering shortage areas.

ALTERNATE CERTIFICATION: "Teacher certification flexibility" is recommended by the Bakalis Report to allow options for personnel recruitment in specialized or scarce subject areas.

PROGRAM CURRICULA: The Bakalis Report recommends the development of a fifth-year program for teacher preparation.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDE): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: LEAs must have an approved professional development plan for their teachers. Institutions of higher education participate by providing course work for credit accumulation and by consulting with LEAs on development and implementation of their plans.

EVIDENCE OF MAINTENANCE OF EQUITY: This issue is being addressed at the state level with needs assessment and skill-building services proposed for minority populations.

AACTE
5-85

INDIANA

STANDARDS: High school requirements have been raised to include additional credits in mathematics, science, and English.

After July 1, 1985, the NTE core battery examination will be required for certification. The SBE has asked the legislature to postpone subject testing for one year to allow for development of tests in subject areas not included in the NTE. Although initial validation studies have been conducted, no cutoff scores have been established.

INCENTIVES: The legislature has enacted tax incentives for business to employ mathematics and science teachers during the summer. Small forgivable loans are available for mathematics and science teachers. "Project Prime Time," which provides additional funding to LEAs maintaining an 18:1 pupil-teacher ratio, has been implemented in several school districts. A legislative initiatve on merit pay for teachers is anticipated next year. The governor has requested funding and the legislature is considering several such proposals.

ALTERNATE CERTIFICATION: No state-level activity reported.

PROGRAM CURRICULA: Individuals earning a master's degree must have at least 18 hours in their subject field.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Effective in 1990, Indiana will discontinue the life certificate, which requires a master's degree and three years teaching experience. In its place a five-year certificate will be issued, with renewal on the basis of continued education through inservice or college credits. LEAs are not required to gain state approval for inservice programs unless they will be credit-granting programs.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-85

IOWA

STANDARDS: The governor vetoed a comprehensive attempt at legislative reform last fall, but the legislation probably will be reintroduced this year. The administration, legislature, and education interest groups are working on alternative education initiatives.

A two-year pilot program to test candidates exiting from teacher preparation programs will begin in May 1986. The specific test has not been determined.

INCENTIVES: Legislation is expected to be introduced to create a $5 million career ladder program.

A scholarship/loan program is in place for students entering mathematics and science education.

ALTERNATE CERTIFICATION: No state-level activity reported.

PROGRAM CURRICULA: The Department of Public Instruction is working on new certification and institutional program approval regulations. The proposed regulations have been distributed and a series of 15 informational meetings to obtain public feedback are underway.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: A proposal is under consideration to establish a $20 million foundation for educational research. This would be a freestanding corporation in the State of Iowa. Funding possibilities are uncertain.

FACULTY DEVELOPMENT (SCDEs): Faculty development programs have been proposed, but no state action taken.

RESOURCES FOR PRACTITIONER INSERVICE: The state has given funds to establish inservice programs to improve mathematics and science teaching and cosponsors other inservice activities. At present, six hours of inservice education are required every ten years. Three hours must be earned through an SCDE.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-85

KANSAS

STANDARDS: In May 1985 the NTE core battery will be required for initial certification. Cutoff scores are being established. A 2.5 overall GPA is required for certification. All state schools require a 2.5 GPA for junior-year admission into a teacher preparation program.

INCENTIVES: The 1985 governor's budget proposal recommends an across-the-board increase of 10% in teachers' salaries. The SBE is considering scholarships/loans for critical shortage areas, as well as merit pay/career ladders. No legislation is pending.

A concurrent resolution to develop a one-year teacher internship program has been submitted for funding in 1985. Interns would be supervised by a team that would include a master teacher.

ALTERNATE CERTIFICATION: A provisional certificate may be issued to a candidate for a teaching position upon special request by the LEA. The request must be considered by a team consisting of a dean, an administrator, and an SEA official. The provisional certificate is issued on the basis of an agreed contract with an approved SCDE. This certification mechanism is rarely used.

A certified instructor also may be endorsed provisionally in his or her minor field without meeting the initial endorsement requirements.

PROGRAM CURRICULA: NASDTEC standards are used with some modifications. No changes are anticipated at this time.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: The governor has requested $1 million for Kansas Regents Program for Excellence in Educational Research and Development.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: In 1983 the SEA adopted the Kansas Inservice Education Plan, which requires LEAs to submit inservice plans for approval. Recertification can be obtained through university course work or inservice credit. A student with a bachelor's degree must earn at least one-half of his or her service credits from a college or university. A master's degree is not required for recertification.

EVIDENCE OF MAINTENANCE OF EQUITY: This issue is being addressed as part of current validation studies.

AACTE
5-85

KENTUCKY

STANDARDS: The state has set new requirements for admission into teacher education programs. These include a GPA of 2.5 in the major, 2.5 in professional course work, and 2.5 overall. Graduating teacher education students are required to take the NTE. The SBE has established passing scores for the three main sections of the test at 637, 641, and 643. All prospective teacher education students must also pass a Basic Literacy Exam and a Mathematics Proficiency Exam. The Comprehensive Test of Basic Skills is used.

INCENTIVES: The legislature has appropriated money for loans to mathematics and science majors for recruitment and retraining. The loan program forgives a year of loan for each year of mathematics or science teaching in the state. In 1985-86 the SEA will begin developing a recruitment plan.

A state commission has been appointed to study a career ladder plan, and is directed to report by July 1. The Commission's recommendations will go to the legislature's Interim Joint Educational Committee, which may propose legislation for the 1986 session.

ALTERNATE CERTIFICATION: When a fully certified teacher is unavailable, an LEA only may request that an uncertified person be employed as an adjunct instructor.

PROGRAM CURRICULA: The State Department of Education has instituted a new "Three Level Plan" offering certificates in Early Elementary (grades 1-4), Middle Grades (5-8), and Secondary (9-12). The secondary education curriculum is competency based and increases the number of course hours in professional training from 20 to 25. The number of clinical hours has been set at 150 and student teaching increased from eight to 12 weeks.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: The SBE is taking action to approve a study of all teacher education programs and certification. $100,000 has been requested for the study, but thus far only $63,000 has been allocated to pay for outside services.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: The state has mandated four days per annum of inservice education. Salaries are paid from state funds, and inservice programs are provided by LEAs. In some areas consortia of LEAs work cooperatively with institutions of higher education to provide inservice activities. Because the state does not directly fund inservice education, some programs are supported by ECIA Chapter 2 funds. Inservice education for teachers is currently under study in the state.

EVIDENCE OF MAINTENANCE OF EQUITY: The state department of education is conducting a study to determine the effects of new requirements on all minority students.

AACTE
5-85

LOUISIANA

STANDARDS: The SBE has raised high school graduation requirements to include more units in English, mathematics, and science. Effective next September, entry into teacher education programs will require scores of 644 on the NTE General Knowledge Examination and 645 on the Communication Skills portion. Each SCDE is permitted to admit an additional 10% of the total number of qualifying students, although the 10% may not have met these standards. However, they must meet all other criteria, such as a 2.2 GPA and entry interview.

INCENTIVES: A scholarship/loan program has been established for education majors with an ACT score of 22 or higher. Students may receive $8,000 for four years, which will be forgiven if the individual teaches for a like amount of time. Funds have not been appropriated to support this program.

ALTERNATE CERTIFICATION: An individual with a bachelor's degree and a 3.0 overall GPA, and who has met the NTE requirements may enter an "intern program." The three-year program requires approval of the LEA. Candidates are supervised through an SCDE and all certification requirements must be met within the three-year period.

PROGRAM CURRICULA: The Board of Elementary and Secondary Education has asked the Council of Deans to review the requirements for program approval and certification. Tighter sequencing of courses is under consideration.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Three new professional centers were authorized. The state provides funds for two days of inservice education per year. Tuition support is also supplied to tenured teachers who have taught for at least three years. The SEA has a Professional Improvement Program that provides salary increments on the basis of accumulated service and university credits.

EVIDENCE OF MAINTENANCE OF EQUITY: The provision that will allow up to 10% of those students not meeting the minimum NTE score for admission into a teacher preparation program was developed with the equity issue in mind.

AACTE
5-85

MAINE

STANDARDS: High school requirements have been changed to include additional English, science, mathematics, social studies, and computer literacy.

Effective in September, the NTE will be used for certification. A two-year validation period will be in effect before a cutoff score is set.

INCENTIVES: A $2,000 stipend available to teachers began in April. This is an interim step until salary increases can be decided. Discussion is occurring about who will recieve stipends and specifics of the salary increase plan.

Loan programs to be implemented this fall will provide up to $1500 per year of tuition aid. 50% of the loans will go to students entering teaching fields; 25% will be available to students in any discipline; and 25% are earmarked for current teachers who plan to change teaching fields. $500,000 has been made available for this program.

ALTERNATE CERTIFICATION: A person may be given a provisional certificate following a transcript analysis. If deficiencies are found, SCDE course work is recommended.

PROGRAM CURRICULA: The SEA is analyzing the use of NASDTEC and NCATE standards for program approval.

Recent certification changes have created three levels of certification: (1) Provisional certificates are granted to graduates from approved programs and individuals with bachelor's degrees in other fields. These are two-year non-renewable certificates. During the two year period, a Teacher Action Committee will work with a new teacher and suggest appropriate professional development activities. (2) Professional certificates, renewable every five years, are given after the provisional two years and successful review by the Teacher Action Committee (criteria for evaluation have not been established). (3) Master certificates may be granted after five years of experience and demonstrated involvement in curricular and professional development activities outside the classroom. This third category is being pilot-tested in 13 LEAs, and following a two-year validation study it will be enacted.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: SCDEs are involved in the state-funded evaluation of the three-level certification pilot program.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: There is state funding for school districts to work with SCDEs to establish professional development centers for inservice training. If an LEA provides inservice training, it must be state approved.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-85

MARYLAND

STANDARDS: A 2.75 overall grade point average is required for entry into and exit from a teacher preparation program. The state is conducting a validation study of the NTE with a report expected in May. The state then will decide if the NTE will be used as one of its requirements for certification.

INCENTIVES: The legislature provides scholarship funds for individuals with degrees/certificates in other fields to retool in mathematics or science. Candidate selection is conducted by the State Scholarship Board.

1984 legislation provided funds for the state's school systems with the provision that additional aid would be contingent upon "demonstrated improvement in classroom instruction and student performance." The legislation allows funds to be used for development of incentive pay, career ladder, master teacher or other such programs.

ALTERNATE CERTIFICATION: An individual with a bachelor's degree may receive a teaching certificate through transcript analysis conducted jointly by the SEA and the school district.

An emergency or provisional certificate may be issued at the request of an LEA.

PROGRAM CURRICULA: No state-level activity reported.

CAPACITY BUILDING FOR SCDES: No state-level activity reported.

RESEARCH/DATA/EVALUATION: Small grants are available from the SEA for special projects such as follow-up studies on graduates. Teacher preparation institutions are required to assure that research is being conducted over a ten-year cycle. This is mandated for program approval. However, no state funds are provided.

FACULTY DEVELOPMENT (SCDES): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Both local education agencies and institutions of higher education provide inservice opportunities. Districts must receive approval from the state for their inservice programs to receive funding.

EVIDENCE OF MAINTENANCE OF EQUITY: Maryland requires courses in multicultural education and special education.

AACTE
5-85

MASSACHUSETTS

STANDARDS: Over a year ago the Massachusetts regents increased requirements for entry into institutions of higher education. These include additional mathematics, English, and foreign language instruction.

A comprehensive educational reform bill, HB 5704 was defeated in the Massachusetts Senate, but has been introduced in new language under HB 5011. The bill, if passed, would require a basic skills competency test for entry into a teacher preparation program. An instrument has not been specified. The SBE would be responsible for selecting the test and setting a cutoff score. This action would apply to both public and private institutions.

INCENTIVES: The pending legislation calls for a minimum teacher salary of $18,000 and a package of forgivable loans for designated shortage areas. The $18,000 minimum is to be implemented over a three- year funding period.

ALTERNATE CERTIFICATION: The state encourages candidates to follow a program in an institution of higher education where certain requirements may be waived, if appropriate. Although rarely used, it is possible to be certified with a bachelor's degree following a detailed transcript analysis by the state.

PROGRAM CURRICULA: Legislation has been in place since 1975 to replace the life certificate with a three-year provisional certificate, and HB 5011 contains enabling language to put this into effect. Under the plan, a student graduating from an approved program would hold a three-year credential during which time he/she would take additional training through an institution of higher education. The teacher would be evaluated midway through the third year for life certification.

CAPACITY BUILDING FOR SCDEs: Funds are currently available via grants from the Board of Regents for capacity building. In general, they are tied to the SCDEs role in school improvement activities.

RESEARCH/DATA/EVALUATION: Funded through Board of Regents grants.

FACULTY DEVELOPMENT (SCDEs): Funded through Board of Regents grants.

RESOURCES FOR PRACTITIONER INSERVICE: LEAs are allocated state funds to contract for inservice education. A contract may be with an IHE, individual faculty member, or other provider. Pending legislation would require LEAs to devise five-year plans including their inservice proposals.

EVIDENCE OF MAINTENANCE OF EQUITY: Language in proposed legislation requires that basic skills tests be free of racial or ethnic bias. Massachusetts education officials have allocated $260,000 to set up a college and remedial education institute in the town of Lawrence.

AACTE
5-85

MICHIGAN

STANDARDS: In 1984, SB 506 called for the use of the NTE for certification; SB 424 called for increased high school requirements to include passage of a basic skills proficiency test. Both bills died in subcommittees, but although they have not been reintroduced, interest in these initiatives is still indicated.

INCENTIVES: The governor's budget includes $2 million targeted for the retraining of certified personnel for positions as mathematics and science teachers in middle schools.

ALTERNATE CERTIFICATION: SB 261 proposed allowing school districts to hire noncertified people to teach in areas of science, technology, mathematics, and computer science as long as districts could demonstrate that certified teachers were not available. This bill died in committee.

PROGRAM CURRICULA: A governor's commission on teacher education in the state will release its report this spring. Provosts in public institutions have organized a subcommittee to investigate teacher certification. A Certification Code Commission created by the SBE is examining certification regulations. Areas of particular concern are middle school certification, certification endorsements, and certification of administrators.

The governor's Commission on Higher Education recommended measures that would categorize the state's institutions of higher education (for example, institutions granting doctoral degrees; regional colleges granting master's degrees; and undergraduate and community colleges).

In 1985 the Michigan Association of Colleges for Teacher Education (MACTE) will submit a proposal to the State Board of Education for a new program review process that will recognize and utilize MACTE. The proposal is circulating among MACTE members for endorsement.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: The Certification Code Commission is considering inservice requirements for certification. There is a mandate to provide ongoing professional development to be supported by state appropriations.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-85

MINNESOTA

STANDARDS: The Higher Education Coordinating Board has completed a study on teacher education, and recommends requiring verbal and mathematics tests for students entering teacher education programs. Subject tests have been discussed for certification, but no decision has been made.

INCENTIVES: Teacher salaries in Minnesota are relatively high, so little attention has been given to incentive programs. There has been discussion of scholarship/loan programs and career ladder plans.

ALTERNATE CERTIFICATION: An alternate certification route has been recommended for individuals who are considering career changes. Candidates must show success in another profession and work with an SCDE to complete necessary course requirements for certification.

PROGRAM CURRICULA: The State Board of Teaching has recommended that each beginning teacher be tested in his or her subject specialty to receive an initial teaching certificate. The certificate would be valid for two years, after which the teacher would be evaluated and recertified. A mentor program for beginning teachers has been suggested.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: Funds have been requested to collect data on students and develop a common data base.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Districts may establish their own inservice plans. Professional development programs are provided by intermediate service units and institutions of higher education.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-85

MISSISSIPPI

STANDARDS: The Board of Trustees of State Institutions of Higher Learning has set a minimum ACT score for entrance into state universities.

A GPA of 2.25 is required for entry into and exit from teacher education programs. A 170 on the writing and speaking sections of the COMP is also an entry requirement. However, it may be waived for candidates with a 3.2 GPA and an ACT score of 18 or higher.

Beginning July 1986, the NTE will be required for teacher certification with the following cutoff scores: Communication Skills 641, General Knowledge 636, Professional Knowledge 639, and varied cutoff scores on subject tests, ranging from 450 to 510.

INCENTIVES: Forgivable loans of $1,500 per year are available for mathematics and science majors. The loan requires one year of teaching in the field for each year a loan is supplied. The state also has established a summer program that provides certified personnel 12 semester units free-of-charge for retooling in mathematics and science. One semester of teaching in the new field is required in return for the summer program.

Assessing the classroom performance of teachers was one of several recommendations made to the SBE. This assessment would include both teacher performance and student achievement. Teachers completing the proposed professional development program associated with this assessment plan would be placed on a salary scale above other teachers. It is expected that the SBE will adopt this plan by June but it will be enacted only if the state legislature allocates funds in 1986-87.

ALTERNATE CERTIFICATION: Effective July 1986, a student with a bachelor's degree may apply for provisional certification once he or she has demonstrated proficiency by achieving above the 51st percentile on all four sections of the NTE. To achieve full certification, the individual must demonstrate professional competency through on-the-job assessment, and must complete 12 semester hours of college credit in educational psychology, teaching methods, evaluation/assessment, and history and social structure of the school.

PROGRAM CURRICULA: The SBE is reviewing a reform package to be implemented by 1986. It includes the following for teacher preparation programs: a core curriculum must include 44 units in liberal arts; and all candidates must have an academic major, a maximum of 12 semester hours in nonpractice-based education, and a minimum of 12 weeks full time student teaching.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: A staff development program was mandated for implementation for 1984-85. However, guidelines were not developed until last August. The program is now being piloted and assessed. It will be implemented in all LEAs during 1985-86.

EVIDENCE OF MAINTENANCE OF EQUITY: Concern has been expresed by the Board of Trustees.

AACTE
5-85

MISSOURI

STANDARDS: The State Department of Education has increased high school graduation requirements to include more mathematics and science.

Legislation requires a nationally normed subject matter test for all SCDE secondary education graduates to be in place by 1987. This legislation also requires that 70% of those taking the test must score above the national mean in each subject. If these standards are not met, the subject field department is temporarily terminated until specific measures for reinstatement are followed.

A minimum combined SAT of 800 (or ACT of 18) and a GPA of 2.5 are required for entry into teacher preparation programs.

INCENTIVES: The SBE's Teacher Advisory Council has appointed a subcommittee to study and report on teacher incentive plans. The report is due early in 1985.

The joint House and Senate Education Committee is expected to report an educational reform package in early spring. This is expected to include initiatives effecting both standards and incentives.

Forgivable loans also are included within the expected recommendations.

ALTERNATE CERTIFICATION: Following a detailed transcript analysis, a student with a bachelor's degree may obtain a life credential without an SCDE "sign-off," provided the student completes 24 semester hours in a teacher education program. These hours include student teaching, which may be waived for an experienced teacher.

PROGRAM CURRICULA: New standards have been set for elementary, secondary, and special education certification. The changes include increased practicum experience; detailed major requirements for secondary education teachers; and coursework in the teaching of reading.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Inservice education is provided at the discretion of the school districts. It is expected that the reform package will recommend elimination of the the life credential and implementation of approved LEA inservice programs.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-85

MONTANA

STANDARDS: Effective in July, the NTE will be used as a precertification test. 1985 will be a validation year.

Admission to teacher education programs requires a 2.2 GPA, the ACT, and completion of 12 quarter hours in basic skills (mathematics, English, and communications) with a 2.0 GPA or above.

INCENTIVES: A number of school districts are looking at master teacher plans. There is a push for legislation to appropriate one million dollars for education programs, including $100,000 for scholarships for teacher education students. Funding for new programs is an anticipated problem.

ALTERNATE CERTIFICATION: This option is not available in Montana.

PROGRAM CURRICULA: All teacher preparation institutions must meet NASDTEC standards. A review of teacher certification is now underway. Certification changes have been implemented for elementary and secondary school principals and for superintendents.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: The number of inservice hours is established by the LEAs with a minimum of 18 clock hours.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-85

NEBRASKA

STANDARDS: Legislative bill 994, passed in 1984, addresses high school graduation and required testing for entry into and exit from teacher preparation programs. A committee studying these recommendations has made its report and the State Department of Education is gathering information at hearings throughout the state. The P-PST is being considered for use as the SCDE entry instrument. Exit instruments are still being reviewed.

INCENTIVES: Money has been allocated for scholarships to students enrolled in mathematics or science education. Institutions of higher education recommend students and apply on their behalf. Recipients agree to teach in Nebraska following graduation and certification.

LB 994 initially recommended development of career ladder/incentive pay plans. That language was removed from the legislation, but the governor has indicated that incentives for teachers are among his priorities. He also supports minimum salary increases.

ALTERNATE CERTIFICATION: The 1984 bill authorizes issuance of emergency certificates for students with a bachelor's degree who have passed the testing requirements. This option is contingent upon an LEA request to fill a vacant position.

PROGRAM CURRICULA: LB 994 calls for increased practicum requirements. A three-year apprentice/provisional certificate is proposed, involving a three member observation and evaluation team. The plan calls for certification evaluation to take place the first year. If the apprentice does not meet established standards for competence, it is proposed that the degree granting institution of higher education pay for continued supervision and remediation.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: LB 994 would appropriate some funds for research.

FACULTY DEVELOPMENT (SCDEs): Reported at the institutional level only.

RESOURCES FOR PRACTITIONER INSERVICE: The SEA allocates $50 per teacher to LEAs with approved inservice programs. These funds may be used to contract with SCDEs for services.

EVIDENCE OF MAINTENANCE OF EQUITY: Concern for minorities and handicapped populations.

AACTE
5-85

NEVADA

STANDARDS: Changes in high school requirements are being discussed. Admission to teacher preparation programs requires a 2.5 GPA and a passing score on the NTE (currently in the validation period). Before student teaching, candidates must achieve a 2.5 GPA in their major area, a 2.5 in all education course work, and a passing score on tests within their major and minor fields.

INCENTIVES: Recommendations have been made for forgivable loans for teacher education students. The institutions of higher education have begun a public relations effort to recruit students. SCDE faculty visit high schools, speak with students, and show videotapes of program activities.

ALTERNATE CERTIFICATION: An emergency certificate may be granted only by the state superintendent.

PROGRAM CURRICULA: A statewide Committee on Professional Standards in Education is reviewing all certification requirements and is contemplating major changes in some areas. This committee is advising the SBE.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: One institution in the state has been awarded a grant to study career ladder/master teacher programs.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Inservice funds are allocated to school districts that engage institutions of higher education in their inservice programs. Funding has been limited. Districts are required to report and receive approval for their inservice programs. Inservice training is required for certificate renewal every five years, and may be either in terms of CEUs or university credit. The Committee on Professional Standards will be reviewing inservice requirements. There is one teacher center in the state, funded cooperatively by an IHE and LEA and housed by the institution.

EVIDENCE OF MAINTENANCE OF EQUITY: No significant discussion reported.

AACTE
5-85

NEW HAMPSHIRE

STANDARDS: Use of the P-PST is in the proposal stage for initial certification and recertification. Validation studies to establish cutoff scores are underway. Admission to teacher education varies from institution to institution.

INCENTIVES: No scholarship or loan programs are in place at the state level. Salary schedules are entirely LEA based.

ALTERNATE CERTIFICATION: Students with bachelor's degrees who have teaching experience but have not completed an approved SCDE program may take a subject area written and oral examination and have a transcript analysis to obtain certification. The candidate must then enter an intern-type program with a mentor teacher. Another program allows credentialed teachers to retool in subjects with a critical shortage of teachers through a similar internship with a mentor teacher.

PROGRAM CURRICULA: State standards for SCDE program approval are currently under revision. Specific requirements will be proposed within the next few months.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: LEA staff development programs are required and must be approved by the state, but they are locally funded. Teacher credentials are renewable on a three-year cycle on the basis of administrator recommendation and completion of inservice training. Institutions of higher education participate in some inservice programs.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-85

NEW JERSEY

STANDARDS: The New Jersey Board of Higher Education has completed proposals for amendments to the 1983 program approval standards. These amendments include a mandate for sophomore-level testing in general knowledge areas and analytical skills before admission into a teacher preparation program. Test instruments are being considered.

Institutions of higher education require the New Jersey Basic Skills test in mathematics and language arts for all incoming freshmen. Those not passing must undergo noncredit remediation and retake the examination. A 2.5 GPA is required for entry into a teacher education program.

INCENTIVES: A governor's task force has outlined the guidelines for a three-year pilot program to award master teachers $5,000 additional pay each year. A scholarship/loan incentives program has been proposed by the chancellor of higher education to attract students into education at the master's level.

Legislation has been introduced that would raise minimum salaries for teachers to $18,500.

ALTERNATE CERTIFICATION: The SEA has established an alternate certification system that contains the following components: A candidate must (a) hold a valid bachelor's degree, (b) pass a subject examination, (c) have an offer of employment from a school district, (d) undergo a 30-day or 200-clock-hour "immersion" at regional teacher centers and participate in a continuing seminar at the center for a year. Following a series of classroom evaluations, the individual will be granted full certification, have the probationary period extended another year, or be denied certification.

PROGRAM CURRICULA: A ma[illegible] of 30 hours, 15 of which must be in field experiences, may be taken in an SCDE. These professional hours must include an introductory course during the freshman year, classroom management, testing and measurement, and the social system of the school.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: A newly established teacher academy offers opportunities for inservice education. Participating school districts must provide $1,000 per teacher to defray costs. A district must send a principal and may send up to four teachers. The credit-granting status of the academy has not been determined.

The SEA has stated no funding should be given to institutions of higher education to provide inservice education

EVIDENCE OF MAINTENANCE OF EQUITY: The state has a committee on affirmative action.

AACTE
5-85

NEW MEXICO

STANDARDS: The SEA requires basic skills screening for entry into a teacher education program, but the specific method of screening varies from institution to institution. The NTE Core Battery is required for certification with the following cutoffs provisionally established: Communications Skills 644, General Knowledge 645, Professional Knowledge 640.

INCENTIVES: 1984 legislation calls for the state agency and the Office of Education to work with LEAs to develop recruitment and retention plans for qualified teachers. These plans are to include career ladders. Studies are being conducted.

ALTERNATE CERTIFICATION: The Education Reform Commission in the legislature has recommended a study on development of an alternate certification system.

PROGRAM CURRICULA: A Staff Accountability Plan identified six teacher competencies and 63 indicators of effective teaching. There are no mandates for program change, but SCDEs are making adjustments to be consistent with the accountability plan.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: All levels of recertification require credits, some of which may be continuing education units. The SBE does not require for recertification that staff development provided by LEAs be applicable.

EVIDENCE OF MAINTENANCE OF EQUITY: Teacher-testing programs have had effects on minority populations. Means of remediation are being discussed.

AACTE
5-85

NEW YORK

STANDARDS: As of September 2, 1984, anyone seeking a New York certificate must achieve the following scores on the NTE: Communications Skills 650, General Knowledge 649, and Professional Knowledge 646. They also will be required to take a subject examination. The NTE is under consideration and 17 exams are being validated for the State of New York.

INCENTIVES: $1 million for undergraduate and $1 million for graduate loans have been allocated for candidates entering mathematics and science teaching. The loans are forgivable based on teaching service. Recipients have been identified for this fall.

ALTERNATE CERTIFICATION: Certification can be granted to individuals with a bachelor's degree, who have passed the NTE, and following a transcript analysis by the state agency. The SEA identifies professional course work on the basis of that analysis. One year of paid experience in a Regent-recognized school can substitute for student teaching.

PROGRAM CURRICULA: No state-level activity reported.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: From 1966 until 1984, the state gave no support to inservice education. In 1984, $3.5 million was allocated in the state for teacher centers. These were developed on a competitive grant basis, and there are now 44. Most involve consortia of LEAs with some IHE participation.

In addition, the legislature has established a staff development program and appropriated $60 million for the LEAs to use. These funds require that at least one day of inservice training with 95% staff participation be included in the program.

EVIDENCE OF MAINTENANCE OF EQUITY: Concern is evident. Validation of tests will include equity-related issues.

AACTE
5-85

NORTH CAROLINA

STANDARDS: The SBE has increased the high school graduation requirements for students graduating in and after 1986. Teacher education institutions must report SAT/ACT scores for individuals who are recommended for certification. The university system uses these data to develop a score profile for each of the public institutions. The SBE requires students who are admitted to teacher education programs to have at at least 627 on the NTE General Knowledge Test and 632 on the Communications Skills Test. In 1986 these scores will be increased to 631 and 644, respectively. A passing score is required on the Professional Knowledge and Teaching Area tests of the NTE at the end of the program. Cutoff scores vary for each test, but are in the 632 range.

INCENTIVES: Scholarships and loans are available for preservice teacher education. Attempts are being made to limit the program to areas of shortage. The SBE, by legislative mandate, has adopted a five-step career ladder plan to be piloted in 16 LEAs during the 1985-86 school year. A Beginning Teacher Program will go into effect July 1. This program, which is to be the first rung of the career ladder plan, requires four years of approved preservice education for a two-year initial certificate. To receive full certification the teacher must demonstrate successful performance across five teaching-function areas within the two-year period. Although not yet funded, the career ladder plan would pay teachers at the top of the salary scale: $45,000. The concept of merit pay is imbedded in the Career Development Plan, which provides merit pay both for excellence in teaching and for differentiated responsibilities.

ALTERNATE CERTIFICATION: The SBE has adopted a policy of endorsements to facilitate legitimizing teachers who are teaching out of field. The state is in the process of developing guidelines for lateral entry into teaching from other professions.

PROGRAM CURRICULA: The SBE has revised the guidelines for approved programs. Certification levels have been revised to accommodate upper and lower elementary and middle schools. The new requirements apply 24 program approval standards to SCDEs. The requirements increased student teaching to ten weeks.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: The SEA may award contracts to individuals or institutions of higher education.

FACULTY DEVELOPMENT (SCDEs): No state level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: The SBE acted on February 6 to require additional training for renewal of the five-year certificate. Effective July 1, each indivual must have a

"Professional Growth Plan." Certificate renewal may be through collegiate-level credit or approved LEA inservice "renewal units."

EVIDENCE OF MAINTENANCE OF EQUITY: A significant concern for equity issues is being reported. No formal study is being conducted.

AACTE
5-85

NORTH DAKOTA

STANDARDS: The State Department of Public Instruction has changed high school graduation requirements to increase mathematics and English units. The North Dakota Teacher Professional Practices Commission now requires that institutions report ACT/SAT scores, but there are no cutoffs for admission. The commission has recommended to the state agency that the minimum GPA requirement for teacher education be established at 2.4 in the teaching field and 2.3 overall.

INCENTIVES: The 1985-87 biennial budget allocated $5.5 million to education with monies earmarked for teacher improvement, i.e., merit pay. The new governor has stated that he will remove these monies. All funding, with the exception of $350,000 for teacher centers, was defeated by the legislature.

ALTERNATE CERTIFICATION: No state-level activity reported.

PROGRAM CURRICULA: SCDEs use NCATE standards.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Services are provided by LEAs only.

Recertification is based on active teaching, recommendations, and accumulation of university credit. Funds have been approved to establish teacher centers.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-85

OHIO

STANDARDS: The Ohio Board of Regents and the State Department of Education collaborated two years ago on an articulation agreement increasing standards for admission to the State Universities. These requirements are not mandatory, although, most IHEs have adopted them.

Fifty-five school districts in the state have banded together to require that applicants for teaching positions have on file their scores for the PPST or NTE. No cutoff scores have been established.

The SEA and the Teacher Education and Certification Advisory Commission have raised the prospect of requiring entry and exit examinations for teaching candidates.

INCENTIVES: A 1983 report of the Ohio Commission on Educational Excellence recommended that teachers' salaries be commensurate with education and responsibility. The governor has proposed a 14% teacher salary increase to be implemented over a two-year period.

A task force of the Ohio Confederation of Teacher Educators has proposed a career ladder plan as part of the forthcoming revision of the entire package of certification options within the state.

The governor has included funding in his budget package for forgivable loans for teachers entering shortage areas.

ALTERNATE CERTIFICATION: Ohio does not have an alternate certification route. However, a temporary one-year credential is available for persons employed to fill a vacant position in a shortage area. Evidence of the shortage must be demonstrated in the request to the SEA for the one-year credential.

PROGRAM CURRICULA: Between 1976 and 1980 Ohio underwent a reform of its teacher education program, which doubled the field and clinical experiences to 600 hours (300 hours before student teaching and 300 hours during the student teaching experience), required liaison with practitioners, upgraded curricular standards, and established 14:1 ratios of faculty to students in the professional sequence and in student teaching. Last September, Ohio began to fine-tune this Redesign program, including a complete reexamination of all individual certification packages and the institutional standards for teacher education (the latter being defined as all organized programs culminating in beginning, professional, and advanced certificates).

CAPACITY BUILDING FOR SCDEs: The appropriation, which has continued since the 1976 Redesign legislation, is available to all public and private teacher education institutions in the state on the basis of a formula keyed to the number of graduates from

teacher education programs. The money can be used to support any of the institutional standards and has been widely used for capacity building. This money goes directly to the SCDEs and is to supplement institutional funds. The governor continues to support this element of Redesign.

RESEARCH/DATA/EVALUATION: Part of the special state appropriation for teacher education has been earmarked for a Research Evaluation Council to operate in the University of Toledo. Individual campuses have been able to use their appropriations for such purposes. The main use has been for program evaluation.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: A new system of continuing education units for administrator inservice is under study.

A proposal to end permanent certification is contained within the review of certification and institutional standards.

EVIDENCE OF MAINTENANCE OF EQUITY: The effects of teacher testing on minority recruitment has been discussed at institutions of higher education.

AACTE
5-85

OKLAHOMA

STANDARDS: The SBE has increased high school standards to include more units in mathematics and science; elective categories have been reduced.

Admission standards to teacher education programs were raised in 1982 and include a minimum of 2.5 GPA and proficiency in written and spoken English. Research is being conducted on a statewide basic skills test.

INCENTIVES: In 1984 the legislature appropriated $100,000 for scholarships to education majors. $1,000 was awarded to 100 persons seeking certification in mathematics, science, foreign languages, special education, and industrial arts. These were awarded competitively on the basis of exceptional ability. The student must agree to teach a year for each year of scholarship aid received.

In 1983 the State Department of Education issued a two-year contract to three school districts to cooperatively develop a master teacher plan. The plan, being implemented this year, specifies criteria that teachers must meet, including additional pay for extra responsibilities. It is proposed that a committee of teachers, who are from outside the district of the teacher applying for master status, would make a final recommendation.

The Oklahoma entry-year assistance program for beginning teachers calls for a teacher consultant on a three-member team to assist beginning teachers. The state provides funds to pay a consultant from an institution of higher education for participation on the evaluation team.

Discussion is underway concerning a career ladder program.

ALTERNATIVE CERTIFICATION: Oklahoma has no alternative certification route. A 12-week summer program for emergency certification in need areas is under consideration.

PROGRAM CURRICULA: The legislature directed the SBE to establish higher standards for teacher certification. The state Professional Standards Board has approved a new set of certification standards and new program approval standards for institutions with teacher education programs.

Basic admission and retention standards were examined by the legislature, and the State Departments of Education and Higher Education. Final acceptance of new certification standards was obtained in September. Institutions of higher education are exploring and proposing ways to implement new programs. Curricula standards must be in place by 1986. Changes include the following requirements: 50 semester hours of general studies, 30 semester hours of professional education, and 40 semester hours in a

subject specialization (meeting minimum requirements for subject majors). Twelve weeks of student teaching is also required and endorsements for 18-hour minors have been replaced with full endorsements for 24 hours.

CAPACITY BUILDING FOR SCDEs: House Bill 1706 provides funding on a formula basis for long-range institutional planning. Funds are also appropriated to assist institutions with their involvement in the entry-year teacher program. These funds are available to every institution in the state with Board of Regents' approval to produce teachers.

RESEARCH/DATA/EVALUATION: Funding is available through HB 1706. The Regents' office retains some of the allocated monies for research and evaluation.

FACULTY DEVELOPMENT (SCDEs): HB 1706 requires each SCDE faculty member to have a staff development plan and to participate in specific activities. Among these is service in a secondary or elementary school. All institutions of higher education with teacher preparation programs must participate.

RESOURCES FOR PRACTITIONER INSERVICE: Monies are appropriated for inservice activities for all certified personnel. Each individual faculty member must earn inservice staff development points each year in keeping with district staff development plans filed with the SEA. The legislature, Oklahoma Regents, and the SEA continue to examine these components, which are closely aligned to areas of faculty development; the current funding formula for both higher and common school education as well as specific programs for retraining faculty are under study. Although some professional development appropriations were cut due to state budget deficits, the chief state school officer has recommended that teachers receive compensation for inservice development.

EVIDENCE OF MAINTENANCE OF EQUITY: An affirmative action compliance statement must be filed with every request for adjusting admission standards. Some studies on testing and its impact on minority students are being conducted.

AACTE
5-85

OREGON

STANDARDS: An Educational Coordinating Commission, representing elementary-secondary and higher education has just completed a comprehensive study of teacher education and recommended a series of changes. These are being reviewed and written up as legislation.

The Teacher Standards and Practices Commission recently adopted regulations that will replace the CAT with the C-BEST test for admission into teacher education programs. A total score of 123 is needed and no scores may fall below 37 in a single area. The use of testing for certification is under discussion.

INCENTIVES: The Oregon Plan for Excellence includes recommendations for development of models of staff compensation plans. The plans will recognize contributions to improve school performance or the assumption of increased responsibilities, as in a career ladder.

ALTERNATE CERTIFICATION: The Oregon Educational Coordinating Commission has recommended an alternate certification plan. Under this experimental program, college graduates who pass competency tests in basic skills, the teaching subject, and other education related areas would be granted certification. No more than 100 individuals would be permitted to be certificated in this manner. The C-BEST or NTE are under consideration for use with this plan.

PROGRAM CURRICULA: Recommendations have been made to simplify the certification regulations to allow more latitude for SCDE program approval and more opportunity for experimental program design.

CAPACITY BUILDING FOR SCDEs: No state funds are available for capacity building, but new activities are encouraged.

RESEARCH/DATA/EVALUATION: Grants have been given to SCDEs to study the use of the CAT or the C-BEST.

FACULTY DEVELOPMENT (SCDEs): No funds are available, but recommendations have been made to SCDEs to develop a comprehensive professional development plan for faculty.

RESOURCES FOR PRACTITIONER INSERVICE: Institutions of higher education and school districts work cooperatively to provide inservice programs. No state approval is necessary unless the program is specifically funded by the state.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-85

PENNSYLVANIA

STANDARDS: In September 1984, the SBE adopted new revisions to regulations governing SCDEs. A battery of teacher testing instruments has been mandated for implementation by June 1987. The mandate calls for basic skills, general knowledge, professional knowledge, and content testing. On February 16, a statewide announcement was made requesting proposals for test development. The validation contract is projected to begin in April.

The SBE has called for increased high school units in mathematics and science, effective September 1985.

INCENTIVES: The Pennsylvania Higher Education Assistance Agency has several incentive plans for recruiting students into mathematics and science education: (1) forgivable loans; and (2) funds for lateral retooling of certified instructors.

The governor's October 1983 Agenda for Education called for a teaching excellence awards program. This did not pass the current legislature, but the governor has included the program in his new budget proposal.

Funds are allocated to the LEAs for instructional improvement grants. Some districts have used their funds, which are awarded on the basis of average daily attendence, to implement career ladder/merit pay programs.

ALTERNATE CERTIFICATION: Last summer, 20 of the 88 SCDEs in Pennsylvania were designated as sites for a Teacher Intern Program. Through the program, a student with a bachelor's degree and a letter from the SEA may be hired as a full-time teacher with the stipulation that he or she enroll in a teacher preparation program at one of the 20 sites. The candidate's approved program of instruction must be completed within three years to achieve permanent certification.

PROGRAM CURRICULA: Current legislation calls for a beginning teacher induction year to be in place by 1987-88.

Current standards for program approval are under revision. This should be completed in May.

Increased field experience beginning in the sophomore year and concluding with 12 weeks of full-time student teaching in the senior year has been recommended.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Proposed new regulations call for all permanently certificated employees to earn six credits every five years.

LEA programs must be approved by the SEA to receive state funding and to grant continuing education units. These units may be used to meet recertification requirements. The 28 Regional Councils develop their needs and course plan, and often work in consortia with IHEs.

EVIDENCE OF MAINTENANCE OF EQUITY: Concern has been registered as the teacher testing program is launched. The impact of tests on the teacher population will be built into the validation study.

AACTE
5-85

RHODE ISLAND

STANDARDS: The SBE and the State Office of Higher Education have met jointly to recommend additional requirements at the high school level. Legislation to initiate teacher testing within the state has been placed on hold until a study conducted by the Commissioner of Education on national trends and ramifications has been reported.

INCENTIVES: A study conducted by the Office of Higher Education on the supply/demand configurations of mathematics and science certificates indicates that these are not at present critical shortage areas. There is some movement toward scholarships or loans in these areas if future demand indicates.

The state has given no leadership on performance-based pay or career ladders.

ALTERNATE CERTIFICATION: No state-level activity reported.

PROGRAM CURRICULA: Recent revisions in certification standards will require provisionally certificated personnel to complete basic requirements for a life-credential by September 1987. Individuals not completing the life-credential requirements will be issued a renewable professional certificate.

CAPACITY BUILDING FOR SCDEs: SCDEs have benefitted indirectly from a state initiative to expand technology in the schools. Money has been allocated from several sources for hardware and inservice training.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Activity is at the LEA level only. Currently, no state funds are available for teacher's inservice education. However, the idea of establishing a state supported teacher center has been discussed.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-85

SOUTH CAROLINA

STANDARDS: The Education Improvement Act of 1984 has initiated public school changes that will effect SCDEs. The Commission on Higher Education will strengthen graduate programs and standards. A basic skills test is required for admission into teacher education programs. The South Carolina Education Entrance Examination is the instrument employed to measure reading, writing, and mathematics skills. The Education Improvement Act has called for increased standards on this exam. The NTE subject area exam is required for certification.

INCENTIVES: A loan program for all teacher education students is in effect, and it has a forgiveness clause for teachers in critical subject areas and critical geographic areas.

The state legislature raised teacher salaries to the minimum for the southeast. A built-in factor adjusts teacher salaries to reflect regional change.

The governor has initiated a bill that will provide money to recruit gifted/talented students into teacher education. Summer programs to encourage such students to enter teaching are offered.

One of the provisions of the Education Improvement Act calls for a teacher incentive program to be developed to reward teachers who demonstrate superior performance and productivity. Legislation provided nearly three-quarters of a million dollars over two years to fund pilot programs for teacher career ladders and programs to reward schools and districts according to criteria such as student achievement and attendance. This process is now six months into implementation. Ten school districts have proposed models which the SEA is reviewing for approval.

ALTERNATE CERTIFICATION: Any person with an undergraduate major in a critical area may receive a provisional certificate. These individuals then have three years to meet state requirements. A new professional sequence is being developed for these teachers. The NTE is required before provisional certification.

PROGRAM CURRICULA: The Assessment of Teaching Act #187 changes requirements for certification. The Act requires a full semester of student teaching, which is defined as 60 consecutive days.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: A new bill provides funding for science, mathematics, or computer inservice training. This is a one-time appropriation (it has been renewed twice). The state

does provide funding for approved LEA professional development programs.

EVIDENCE OF MAINTENANCE OF EQUITY: The issue has been addressed and meetings held with minority leaders.

AACTE
5-85

SOUTH DAKOTA

STANDARDS: High school graduation requirements have been increased in mathematics, English, and foreign language. Two years of a foreign language are now required for college entrance.

Admission to teacher education programs requires a 2.5 GPA and a basic skills competency test (the examination has not been selected). The NTE and a 2.5 overall GPA with a 2.6 in the student's major area is required for graduation. An NTE cutoff score has not been determined.

INCENTIVES: A merit pay plan for teachers was defeated in the 1984 legislative session. However, a study of incentive plans is being conducted by the SBE and the State Board of Higher Education. A series of recommendations on teacher compensation, certification, and scholarship/loan programs for teacher education students are expected to be prepared for the 1985 legislative session.

ALTERNATE CERTIFICATION: The State Department of Education may issue an emergency certificate to applicants with a bachelor's degree from an approved institution of higher education, provided the applicant agrees to complete certification requirements at an SCDE within two years. Ten people are now teaching with this type of certificate.

PROGRAM CURRICULA: New certification requirements are under study and should be released this year. Legislation has been proposed to create a four-step certification process. The first level would be probationary certification. Following review and evaluation, the person could qualify for an associate instructor certificate. The third level would be instructor, and the fourth senior teacher or administrator. Moving from one level to another would depend on tenure and advanced study.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Fifteen clock hours are now required each year. Inservice programs are cooperatively funded through the SEA and school districts.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-85

TENNESSEE

STANDARDS: Both higher education governing boards have established task forces on improving the quality of teacher education programs. Both boards also recommended the increase of the GPA to 2.5 for entry into and exit from an SCDE. The SBE has increased high school graduation requirements by one unit in science and one in mathematics.

The General Assembly directed the SBE to use a "secure" test for screening students seeking admission into teacher education programs. The P-PST has been recommended and will be in place by July 1. Cutoff-score requirements are being established. The SBE has mandated that the NTE Commons and appropriate area tests be taken by all teacher education graduates and that specified cutoff scores be attained as a condition of probationary certification. The NTE Commons has been used since July 1984. The SBE has postponed the subject examination requirement until speciality exams have been developed for areas in which there is currently no NTE test. NTE Commons score requirements are: Communication Skills 640, General Knowledge 637, Professional Knowledge 631.

INCENTIVES: The legislature enacted the Teacher Loan/Scholarship Act that provides loans for students planning to teach mathematics or science in secondary schools. Provisions extend to certified teachers in "surplus" fields who wish to retrain to teach in disciplines experiencing shortage. These scholarships and forgivable loans have been in place for a year and have been used fully. A new amendment was introduced last spring that would open the availability of the loans/scholarships to all secondary subjects and would provide additional monies to participants in fifth-year programs.

The centerpiece of the 1984 Comprehensive Education Reform Act (CERA) is a five-step career ladder program that will enable teachers (and all certificated professional personnel) to reach salary levels up to $7,000 above and apart from their regular salary. The General Assembly, as part of CERA, provided funds for a 10% across-the-board salary increase for teachers and administrators. Teachers in their second through fourth years of service will receive a special bonus to encourage them to stay in teaching until year five when they will be eligible for classification at Career Level I. Provisions in the CERA were funded by a $.01 hike in the state sales tax.

ALTERNATE CERTIFICATION: There is no officially adopted statewide alternate route. However, several institutions of higher education have been funded to develop a fifth-year program for second career individuals. The program would meet all state professional studies requirements and place the bachelor's degree holder in the classroom on a part-time basis.

PROGRAM CURRICULA: The legislature has directed SCDEs to reduce the number of teaching endorsement fields, using families and generic groupings when possible. This mandate has met with controversy at the institutions, and implementation has been delayed until further study has been conducted.

CAPACITY BUILDING FOR SCDEs: Both of the higher education task forces recommended that SCDEs be given additional, weighted appropriations commensurate with their clinical program responsibilities and their outreach and service roles. No action has been taken.

In 1984, $10 million was authorized for use to develop Centers of Excellence in colleges and universities. Four centers have been approved thus far.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Under CERA, requirements for inservice education were increased, funds were appropriated for the program, and accountability for quality and productivity became more stringent. The career ladder program includes incentives for professional development.

These requirements have not been delineated in terms of CEU or university credit.

EVIDENCE OF MAINTENANCE OF EQUITY: Because of concern over the impact of standardized tests on minority students, the minimum NTE score was set relatively low. This issue surfaced also in regard to a provision in CERA that will cause any SCDE to lose its approved-program status if for two consecutive years 70% or more of its graduates do not pass the NTE.

AACTE
5-85

TEXAS

STANDARDS: Effective last fall the P-PST became a requirement for entry into teacher preparation programs. A "three-try" limitation has now been lifted. An individual must achieve the following scores: Mathematics 171, Reading 172, Writing 173. The Texas legislature has required that a one-time teacher certification exit examination be required by May 1, 1986. This instrument is being developed.

INCENTIVES: The Texas Education Reform Bill, passed in 1984, established a four-tier career ladder plan. New and current teachers begin at level one with advancement contingent upon number of years at each level, additional training or higher education course work, and performance. Each step carries additional salary. Although teachers at the master level will be given additional supervisory responsibilities, they are to be retained in the classroom as much as possible. Current rules for implementation are being developed by the Agency for Personnel Development.

A teacher education loan program is in place with forgivable loans available for teachers entering shortage areas. Loans are available for preservice preparation and for inservice/retooling programs.

A $15,200 minimum salary for teachers was established last year.

ALTERNATE CERTIFICATION: Recently passed legislation states that a student who has a bachelor's degree and who passes basic skills and subject exams may be certified in a supervised internship program involving SEA prescribed teacher training and classroom management components. Rules for implementation are being developed.

PROGRAM CURRICULA: All currently approved programs are being revised to meet new standards.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: HB 72 carries provisions for educational research, but no funds have been appropriated.

FACULTY DEVELOPMENT (SCDEs): The 1984 standards require that all SCDEs must maintain ongoing faculty development programs for state approval.

RESOURCES FOR PRACTITIONER INSERVICE: Inservice education is provided by LEAs, institutions of higher education, and 20 Regional Centers. Current legislation calls for the testing of all teachers. Those not passing the state-developed instrument will lose life certification. Legislation has been introduced to repeal this law, but speculation indicates it will not pass.

EVIDENCE OF MAINTENANCE OF EQUITY: Inequities of funding among school districts is cited as a problem.

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UTAH

STANDARDS: Inreasing high school graduation requirements has been discussed. Each institution of higher education determines its own admission standards into teacher education programs.

INCENTIVES: The Utah Career Scholarship Fund has established two types of scholarships. The first provides tuition waiver and stipends. School districts are allocated 165 scholarships to be distributed to high school graduates entering teacher preparation programs. Colleges and universities are allocated 200 scholarships to distribute to students already in teacher education programs. The second type of scholarship includes $3000 and a tuition waiver. 20 of these scholarships are distributed among high school seniors, and collegiate sophomores, juniors, and seniors.

$17.5 million has been appropriated for LEAs to establish career ladders. The SEA has established guidelines for such plans. Although the LEAs are not required to participate, there has been 100% participation. Some LEAs have supplemented state funds with district monies. An increase in the base funding for LEAs has translated into a salary increase of approximately 5% for teachers.

ALTERNATE CERTIFICATION: No such option is available.

PROGRAM CURRICULA: The Utah Committee on Teacher Education has identified 20 issues of concern relating to certification and education standards. Proposals for revisions are now in the preliminary stage and should be presented to the SEA by September.

A bill is now in the legislature that will establish evaluation standards for teachers and provide inservice training for those evaluated unfavorably.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Inservice education is provided by school districts, state agencies, and institutions of higher education. Professional development centers have been proposed that would link IHEs with LEAs. This program awaits legislative action.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

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VERMONT

STANDARDS: High school graduation standards have been increased to include additional English, mathematics, science, and social studies. A basic skills competency test must be passed for high school graduation.

Admission to teacher education programs is determined by individual institutions of higher education, but discussions of standards have resulted in voluntary increases of requirements.

INCENTIVES: A forgivable loan program has been proposed for recruitment of mathematics and science teachers. To qualify, the student must agree to teach in Vermont at least one year after graduation. Up to 25% of the loan may be forgiven.

ALTERNATE CERTIFICATION: Certification is available in three ways: by completing an approved teacher education program; by reciprocity; and by evaluation. To be certified by evaluation the applicant must have documented experience, competence and qualifications in teaching, and must be able to demonstrate these skills to a review board. .5% of certificates are awarded in this manner, usually to people with teaching experience in parochial or private schools.

New state regulations and guidelines have been set for certification. A Certification Review Board has been established to review middle school certification, student teaching practices, and the use of nonteachers to supplement professionals. The state now requires a master's degree or equivalent to teach. The definition of "equivalent" is being determined.

PROGRAM CURRICULA: No state-level activity reported.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: The SEA has established a network of statewide inservice programs. School districts and the SEA work together to provide inservice activities. All district-level inservice activities must be reported to the SEA.

Each teacher is responsible for earning nine credit hours of inservice every seven years. The credit hours may be through an LEA inservice program or an institution of higher education. The teacher's course work must be applicable to the subject to be taught.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

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VIRGINIA

STANDARDS: The legislature has mandated the use of the NTE for certification, requiring a 640/641 on the core battery. This requirement will be fully implemented by July 1. The SEA has considered recommending a GPA of 2.5 for entry into and exit from teacher preparation programs.

High school graduation requirements have been increased in the areas of science, mathematics, and foreign languages.

INCENTIVES: A merit pay study is being piloted in six counties in the state. The legislature has approved a 10% pay increase for teachers, but funds for only 5% of the increase have been appropriated. LEAs are expected to provide the remaining 5% increase from their budgets. This has been a tension point between school districts and the state government, and the governor has approved a $53 million request for continued salary increases.

The SEA provides forgivable loans for teachers entering shortage areas. Repayment is provided through teaching in that field within the state.

ALTERNATE CERTIFICATION: Arts and sciences graduates may be given a provisional certificate if sponsored by a school system. Candidates are required to pass the NTE after which they are hired for two years' probation. During the two years the teacher must complete nine semester hours through a school of education and undergo a state evaluation by independent observers. If these provisions are successfully completed, a full certificate is granted.

PROGRAM CURRICULA: In 1986 the Beginning Teacher Assessment Program will be fully implemented. Under BTAP, graduates of SCDEs will be granted a two-year provisional certificate. During the two-year period, all beginning teachers will be evaluated on the basis of no less than 20 hours of observation by a three member team. This evaluation will include area and professional competency. Those not meeting the standards will undergo remediation at regional centers (these centers have not been funded or developed).

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: Small grants are available through the SEA to collect data and design teacher evaluation plans for classroom performance models.

FACULTY DEVELOPMENT (SCDEs): There is faculty exchange between traditionally black and traditionally white institutions.

RESOURCES FOR PRACTITIONER INSERVICE: Inservice is required by the state. SCDE course work may be applied toward certificate renewal. The SEA provides technical assistance to LEAs for implementing professional development programs.

EVIDENCE OF MAINTENANCE OF EQUITY: Concern has been expressed on the impact of the NTE on minority students.

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WASHINGTON

STANDARDS: Last spring the SBE adopted several requirements that increased high school graduation requirements to include more units in mathematics and science. The board has before it a recommendation that after July 1, admission requirements to professional education programs include evidence that the candidate is competent in the basic skills of reading, writing, and computation, as demonstrated by a passing score on the Washington Pre-College Test or an equivalent standard score on the SAT or ACT. Another recommendation would establish minimum GPAs for admission into teacher education.

INCENTIVES: The Washington Temporary Commission on Educational Policy, the Washington Roundtable, and the Washington Education Association have called for across-the-board pay increases for teachers. The Washington Commission on Educatonal Excellence (of the WEA) has recommended that LEAs develop reward and incentive programs for teachers. None of these recommendations are reflected in the upcoming state budget.

The Council for Postsecondary Education administered forgivable loans in mathematics, science, and computer science. The loans were funded for three years, but it is unlikely the program will be funded beyond that time.

ALTERNATE CERTIFICATION: No such option exists.

PROGRAM CURRICULA: The WEA Commission on Educational Excellence has recommended that teacher education be a two- or three-year graduate program with funding appropriate to a postbaccalaureate professional program.

The Temporary Committee on Educational Reform has recommended increased program requirements with an emphasis on more field experience.

The SBE has been encouraged to conduct a study on the essential curriculum for a prospective teacher.

The Washington Roundtable has recommended that all students complete two quarters of student teaching with a stipend offered in the second quarter.

The legislature is expected to require the SBE to develop a graduate-level teacher education program.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: The SBE places strong emphasis on inservice education. Institutions of higher education provide some services to LEAs. The Washington Roundtable is recommending a funding increase for inservice programs in rural areas.

EVIDENCE OF MAINTENANCE OF EQUITY: Hearings have been held at the administrative level to address both equity and excellence issues.

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WEST VIRGINIA

STANDARDS: High school graduation requirements now include increased units in mathematics.

Beginning in 1985, the ACT in speaking and an IHE-developed listening test will be required for entry into teacher education programs. Cutoff scores are being established.

A state-developed criterion-referenced content- specialization test is required for certification. A Professional Performance Assessment is to be completed by the candidate's institution of higher education before certification.

INCENTIVES: The SBE established an Advisory Committee on Evaluation and Incentive Programs to study and recommend directions for incentive programs, such as career ladders. The SBE has adopted an evaluation policy and an incentive policy is being formulated. Following SBE approval, these programs would become operational in September.

Tuition is paid for teachers entering special education and other shortage areas.

Funds are allocated to retool and upgrade the skills of individuals who are now employed under emergency credentials.

ALTERNATE CERTIFICATION: An emergency credential may be granted to fill vacancies in critical shortage areas. The only way to obtain a West Virginia Teaching Certificate is through an approved SCDE program.

PROGRAM CURRICULA: There has been a revision of certification packages to reflect pupil levels, i.e., K-4, 5-8, 9-12. The state has mandated a competency-based curriculum sequence and has abolished any credit-hour requirements. Institutions must assess student competency on the basis of state established outcomes.

CAPACITY BUILDING FOR SCDEs: State Department of Education improvement package includes small grants for SCDEs, awarded on a competitive basis. WVACTE is initiating legislation that asks for $500 for each student graduated and certified in teacher education. Funds would go directly to the graduating institution.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): Funds for faculty development are to be included in an improvement package plan.

RESOURCES FOR PRACTITIONER INSERVICE: The SEA mandates that every LEA have an approved professional development plan, which includes

needs assessment and prescriptive activities for all personnel. Each LEA has a continuing education committee that requires IHE representation.

EVIDENCE OF MAINTENANCE OF EQUITY: Equity is being considered within the context of establishing cutoff scores for mandated tests.

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WISCONSIN

STANDARDS: The Department of Public Instruction and the University of Wisconsin system, in a Task Force Consortium, made the following recommendations for entry into a teacher preparation program: (1) Candidates must be in the top half of their undergraduate class at the sophomore level; and (2) an admissions test must be used (no particular instrument was recommended). In addition, they recommended a 3.0 overall GPA for program exit.

INCENTIVES: The SEA has received a grant to be used for competition among LEAs to pilot career ladder programs. Between 30 and 40 grants will be awarded.

The governor's budget message calls for a minimum starting salary for teachers of $18,000. The Task Force has recommended $20,000.

ALTERNATE CERTIFICATION: No state-level activity reported.

PROGRAM CURRICULA: Though NASDTEC standards are used, general standards have been in a state of flux for seven years. The Task Force Consortium has recommended that elementary education programs require a 22-unit academic minor and one full day/full semester of student teaching.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: LEAs must have written inservice policy statements approved by the State Department of Public Instruction. This has been a standing policy in Wisconsin. Teachers have five-year certificates, which are renewable on completion of an approved inservice education plan. Six semester hours of credit or its equivalent (180 clock hours of preapproved Department of Public Instruction professional activities) are required.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

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WYOMING

STANDARDS: Wyoming has an open-door admissions policy at the university. However, the ACT is used for class placement.

Admission into teacher education programs requires the CAT, a 2.0 GPA in general studies course work, and completion of an introductory course that involves testing and an internship.

INCENTIVES: Legislation has been introduced to provide aid (forgivable loans) to students entering teaching, to recognize outstanding teachers and administrators with monitory awards, and to give stipends to supervising teachers. These initiatives have support, but no funding is available.

ALTERNATE CERTIFICATION: This option is not available in Wyoming.

PROGRAM CURRICULA: Teachers from out-of-state seeking certification in Wyoming must have graduated from an institution that has both national (NCATE) and regional accreditation and that is approved by the SEA.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: Legislation is under consideration to require the evaluation of local school districts.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: LEAs are required to submit formal plans for staff development. There is a new plan to link inservice to identified needs of the local school districts.

The SEA is establishing a resource bank for speakers and materials for inservice programs. Inservice credit can be earned either through study at institutions of higher education or through the LEA.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

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Combined Task Force on Governmental Relations
AACTE/ACSESULGC-APU/AILACTE/TECSCU
1984-1985

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AACTE	American Association of Colleges for Teacher Education
ACT	American College Test
CAT	California Achievement Test
C-BEST	California Basic Skills Test
CEU	Continuing Education Unit
COMP TEST	College Outcome Measures Project Test
GPA	Grade Point Average
IHE	Institution of Higher Education
LEA	Local Education Agency
NASDTEC	National Association of State Directors of Teacher Education and Certification
NCATE	National Council for the Accreditation of Teachers
NR	Nothing reported
NTE	National Teacher Exam
P-PST	Pre-Professional Skills Test
SAT	Scholastic Aptitude Test
SBE	State Board of Education
SCDE	Schools, Colleges, and Departments of Education
SEA	State Education Agency
SREB	Southern Regional Education Board